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| **Classroom Information** |
| **Subject Area** |
| Language Arts  Technology |
| **Grade Level(s)** |
| First |
| **Analyze Learners** |
| Address the following:  Number of Students: 23  Number of Males/Females: Males – 10, Females - 13  Age Range: 6-7 years old  Mental, Social, Physical, Social Notes, such as:   * + Disabilities: N/A   + Learning Differences: Seven students are English language learners; five speak and understand the English language at a higher-level than the other two. The higher-level students will work with the lower two to help translate when needed.   + Cultural/Ethnic Notes: N/A   Current Knowledge, Prerequisites, and Notes about Learner Attitudes: Students understand that letters can make more than one sound. Students can blend and segment CVC words. Students have previously studied CVCE words with long A.  Learning Styles (Estimate % of Students)   * + Visual – 20%   + Auditory (Aural) – 10%   + Kinesthetic (Hands-On) – 70% |
| Lesson |
| **Title** |
| Long i (spelled i\_e) |
| **Summary** |
| The lesson will be focused around the sound of Long i. Students will view a presentation that explains and teaches the generalization of **CVCe** words (when a word has a vowel-consonant-silent *e* pattern, the vowel usually stands for its long sound). While viewing the presentation, students will be actively engaged through word building. Once the activities are completed student will be complete an assessment on Odyssey CompassLearning to measure whether or not the skill has been mastered. Results will be used in the planning of intervention. |
| **Standards** |
| **Language Arts - State:**  Utilize predictable letter-sound relationships to decode printed words, including words with consonant blends that require blending 3-4 phonemes into a whole word: identifying sound-spelling relationships of consonants and vowels.  **Technology – NETS for Students:**  3. Demonstrate correct posture and finger placement while using a technology system.  4. Identify safe use of technology systems and applications.  5. Practice responsible use of technology systems and applications.  7. Use digital tools to access information. |
| **Learning Objectives (created from learning outcomes)** |
| Students will:  Associate the sound /i/ with the CVCe spelling pattern.  Blend, read, and build regular long i words.  Use digital tools to access information. |
| **Hardware** |
| Computer  Monitor  LCD Projector  Printer  Internet |
| **Software** |
| PowerPoint  Odyssey CompassLearning.com |
| **Prerequisite Skills** |
| Basic knowledge of navigation through websites. |
| **Duration** |
| 1 class period |
| **Grouping** |
| Whole Group – Teaching Procedure  Individual – Online Quiz on CompassLearning.com |
| **Procedure** |
| **Anticipatory Set:** Write *made* and *lake*. You studied words like these already. What do you know about reading these words? (The words both have silent *e* at the end. The vowel says its name. The vowel sound is long *a*, /a/.) Today we will learn about long *i* words that have silent *e* at the end.  **Teaching Procedures:**  1. Display a picture card of ice cream. This is *ice cream*. The sound you hear at the beginning of *ice* is long *i*. The *i* says its name. Say it with me: /i/.  2. Write *bike*. The *i* in this word says its name. The *e* in this word is silent. This is how I blend this word. Segment and blend *bike*. Let's blend this word together: /b/ /i/ /k/, *bike*.  3. Group Practice. Say the sound of each letter and blend the word together. Continue with *wide, ripe, like, time, prize*. Call on individual children to blend the words *dime, life, mine, kite, mice, wise, shine, rice*. Have them tell what they know about each word before reading it. (The *e* at the end usually means the *i* has the sound /i/.)  4. Distribute letter tiles and have students spell side. Monitor work and provide feedback while giving the following directions.   * Add an *l* after the *s* in *side*.  What is the new word? (slide) * Change the *sl* to *pr*. What is the new word? (pride) * Change the *d* to *c*. What is the new word? (price) * Change the *pr* to *n*. What is the new word? (nice) * Change the *c* to *n*. What is the new word? (nine) * Change the first *n* to *v*. What is the new word? (vine)   5. What do you know about reading these words? When you see *i*-consonant-*e*, the *i* says its name, and the *e* is silent. The *i* has a long *i* sound, /i/. Have students read these words: smile, hide, line, wipe, drive, page, glide, shine, trade, blame, mice, sit, tile, slice, sick  **Closure:** Once students have completed the activity, have students log in to CompassLearning.com and complete quiz. |
| **Assessment (Summative/Formative)** |
| Quiz – Results will be used in planning for intervention of non-mastery. |